

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discuss about some theories related to problem in this research. It is important because the theories will be the literature for the researcher. It will be easier for the researcher to analyze the problem of this research using such a good and complete literature.

This chapter discuss about curriculum definition, curriculum characteristic, curriculum design, the history of liberal arts, and liberal arts education. These five items are related to each others. In order to find the concept of a curriculum, the researcher has to know the definition, the characteristic, the design and the history of the curriculum. Because the subject of this research is Liberal Arts curriculum that has developed into some designs for centuries, the researcher thinks that it is important to know also the history. Then the researcher will find what kind of design of liberal arts curriculum applied at Universitas Pembangunan Jaya.

A. Curriculum Definition

In order to understand the concept of curriculum, the researcher puts some definitions of curriculum. From those definitions, the researcher can determine the meaning of curriculum that is used in this research. There are some definitions of curriculum.

1. Curriculum is the group of subjects studied in a school, college, etc.¹

¹ Cambridge Advanced Learner's Dictionary. Third Edition.

2. Curriculum is subjects included in a school, college, etc.²
3. Curriculum is plan arranged to smoothen learning process under guidance and responsibility of school or educational institution including the teacher.³
4. Curriculum is the phenomenon happening under school supervision. So it includes formal curricular activity and non-formal activity.⁴
5. Curriculum in ancient Greek has origin name from word *Curir* that means sprinter; and *Curere* that means racing place. Curriculum is defined as the travelled distance of sprinter. From the intrinsic meaning, curriculum in education can be defined as some studies that have to be finished by student in order to get certificate.⁵
6. Curriculum is a set of plan and arrangement about objective, content, and material of learning also a way used as learning activity implementation manual to reach particular education objective.⁶
7. A set of plan and arrangement about learning content and material also method used as learning activity implementation manual.⁷
8. University curriculum is a set of plan and arrangement about studying material and lesson also the way of delivery and evaluation used as learning activity implementation manual in university.⁸

² Oxford Learner's Pocket Dictionary New Edition.

³ Nasution, M. A. *Kurikulum dan Pengajaran* (Jakarta: Bumi Aksara, 2008), 5.

⁴ Ibid.

⁵ Nana Sudjana. *Pembinaan dan Pengembangan Kurikulum di Sekolah*. (Jakarta: Sinar Baru Algensindo, 2005), 3.

⁶ Pasal 1 Butir 19 UU No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

⁷ Keputusan Menteri Kesehatan Nomor: 725/Menkes/SK/V/2003 tentang Pedoman Penyelenggaraan Pelatihan di bidang Kesehatan.

⁸ Pasal 1 Butir 6 Kepmendiknas No. 232/U/2000 tentang Pedoman Penyusunan Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa.

9. Curriculum is a set of lesson and studying experience that has particular purpose which is learnt by particular way and then evaluated.⁹

Based on the definitions above, the researcher can conclude that curriculum is a set of plan and arrangement about objective, content, and material of learning used as learning activity implementation manual to reach particular education objective including formal curricular activity and non-formal activity that have to be finished by student in order to get certificate. The definition has following implications:

1. The curriculum consists of a number of subjects. The subjects are actually the experience of ancestors in the past. These various experiences are selected, analyzed, and arranged in a systematic and logical way, so that emerging subjects such as natural sciences, history, Geo Sciences and so on.
2. The subjects are a number of information or knowledge, thus saving subjects on student will form them into a human who has the intelligence to think.
3. Subjects described the culture of the past. Teaching means delivery of culture to the younger generation.
4. The purpose of studying subjects to obtain the certificate. The certificate positioned as a purpose, so mastering subjects means has reached the purpose of learning.
5. The aspect of having each student to learn the same subjects. As a result, students' interest and needs factors are not taken into consideration in the arrangement of the curriculum.

⁹ Badan Standardisasi Nasional SNI 19-7057-2004 tentang Kurikulum pelatihan hiperkes dan keselamatan kerja bagi dokter perusahaan.

6. Transmission system used by the teacher is a pouring system (imposition). As a result, in learning the teacher is more active, while students are only passive.

The implications of the formulations above are as follows:

1. Interpretation of the curriculum is broad, because the curriculum is not just made up of subjects (courses), but includes all activities and experiences that became the responsibility of the school
2. In accordance with this view, the range of activities outside the classroom (known for its' extracurricular activities) are included in the curriculum. Therefore, there is no separation between intra and extra curriculum.¹⁰

B. Curriculum Dimensions

S. Hamid Hasan (1988) points out that at the present moment the term curriculum has four dimensions of definitions, in which each dimension is interconnected. Those four curriculum dimensions are:¹¹

1. Curriculum as an idea/idea,
2. Curriculum as a written plan that is actually a manifestation of the curriculum as an idea,
3. The curriculum as an activity that is also referred to by the term curriculum as a reality or the implementation of the curriculum. Theoretically this curriculum dimension is the implementation of the curriculum as a written plan.

¹⁰ <http://tirtanizertrs.blogspot.com/2012/11/konsep-dasar-kurikulum.html>(accessed on September 27th, 2013)

¹¹ Ibid.

4. The curriculum as a result of that is a consequence of the curriculum as an activity.

Furthermore, if we refer to the dimensions of the last sense, then it can be easily uncover the four dimensions of curriculum associated with curriculum definition.¹²

1. Curriculum definition related to the dimensions of the idea

Curriculum definition as the dimensions associated with the idea of basically meaning that the curriculum is a set of ideas that will be made later in curriculum development guidelines. The curriculum definitions related to this dimension, such as:¹³

- a. "... the content of instruction without reference to instructional ways or means" (Henry C. Morrison, 1940).
- b. "... curriculum is the substance of the school program. It is the content students are expected to learn" (Donald E. Orlosky and B. Othanel Smith, 1978).
- c. "... curriculum itself is a construct or concept, a verbalization of an extremely complex idea or set of ideas" (Olivia, 1997:12).¹⁴

2. The curriculum definition related to the dimensions of plan

The meaning of the dimensions of this curriculum is as a set of plans and how to administrate the purpose, content, and materials as well as how to use as a

¹² <http://tirtanizertrs.blogspot.com/2012/11/konsep-dasar-kurikulum.html>(accessed on September 27th, 2013).

¹³ Ibid.

¹⁴ Ibid.

guide for learning activities to achieve specific educational goals. The curriculum definition related to this dimension, such as:¹⁵

- a. "... A curriculum is a plan for learning; therefore, what is known about the learning process and the development of the individual has bearing on the shaping of curriculum" (Hilda Taba, 1962).
- b. "... all planned learning outcomes for which the school is responsible" (W. Popham and Eva L. Baker, 1970).
- c. "...the Planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experiences of the school, for learner's continuous and will full growth in personal-social competence" (Daniel Tanner and Laurel Tanner, 1975).¹⁶

3. The curriculum definition related to the dimension of activities

The curriculum definition as the dimension of the activities in respect of the curriculum is all activities of teachers and students in the learning process in schools. The definitions of curriculum related to this dimension, such as:¹⁷

- a. "... The curriculum (is a design, made) by all of those who are most intimately concerned with the activities of the life of the children while they are in school. ... a curriculum must be as flexible as life and living. It cannot be made beforehand and given to pupils and teachers to install. (Also , it) .. represents those learning each child selects, accepts, and

¹⁵ <http://tirtanizertrs.blogspot.com/2012/11/konsep-dasar-kurikulum.html>(accessed on September 27th, 2013).

¹⁶ Ibid.

¹⁷ Ibid.

incorporates into himself to act with, in, and upon subsequent experiences.(L. Thomas Hopkins, 1941).

- b. (The curriculum is) ... stream of guided activities that constitutes the life of young people and their elders. In many earlier books, Rugg disapprovingly spoke of the traditional curriculum as one" .. passing on descriptions of earlier cultures and to perpetuating dead languages and abstract techniques which were useful to no more than a negligible fraction of our population." (Harol Rugg, 1947).
- c. "All of the activities that are provided for students by the school constitutes its curriculum" (Harold Alberty, 1953).¹⁸

4. The curriculum definition related to the dimensions of the results

The definition of curriculum as a result of looking at the curriculum dimension is concerned the result will be reached by the student in order to be in accordance with what had been planned and the aims of the curriculum. The curriculum definition related to this dimension, among them:¹⁹

- a. \... a structured series of intended learning outcomes\ (Mauritz Johnson, Jr., 1967).
- b. \Curriculum is defined as a plan for achieving intended learning outcomes: a plan concerned with purposes, with what is to be a learned and with the result of instruction\ (Unruh and Unruh, 1984:96).
- c. ' all efforts made by the school to obtain the expected results in situations inside or outside of schools ' (Hilda Taba in Nasution, Azas-azas

¹⁸ <http://tirtanizertrs.blogspot.com/2012/11/konsep-dasar-kurikulum.html>(accessed on September 27th, 2013).

¹⁹ Ibid.

curriculum) the assumption or perspective that is still common to use in education world and schooling in our country, namely the curriculum as a written plan arranged to smooth the learning process.²⁰

C. The Functions and Roles of Curriculum

Curriculum must have function and role. The researcher will describe only six functions and three roles of curriculum. Below are the explanation of six functions and three roles of curriculum.

1. Curriculum Function

The function of the curriculum is as guidelines in carrying out the learning process for principals and supervision. For parents, the curriculum serves as guidelines in guiding his son learning at home. For communities, the curriculum serves as a guideline for giving assistance to organizers of the educational process at the school. For students, the curriculum itself serves as a guideline to learn. With regard to the function of the curriculum for students of the subject as a student, there are six functions of curriculum, namely:²¹

a. The Adjust or Adaptive Function

The curriculum should be able to direct the student to adjust himself to the physical environment and the social environment.

b. The Integrating Function

The curriculum means as a private education that should be capable of producing whole, personal to live and integrate with the people.

²⁰ <http://tirtanizertrs.blogspot.com/2012/11/konsep-dasar-kurikulum.html>(accessed on September 27th, 2013).

²¹ Ibid.

c. The Differentiating Function

The curriculum means as a means of education should be able to provide service to individual differences.

d. The Propedeutic Function

The curriculum means as a means of education should be able to preparing students to pursue studies into the next level education.

e. The Selective Function

The curriculum means as a means of education should be able to offer the opportunity to students to select learning program that according to the ability and their interests.

f. The Diagnostic Function

Curriculum is meant as an educational tool and should be able to direct the students to be able to understand and accept the power (potential) and weakness.²²

2. The Role of Curriculum

As education programs that have been planned systematically, curriculum took on a very important role for education students. If the characteristic of society and culture are analyzed with school that is social institution in carrying out its operation, then it can be decided on at least three curriculum roles that is very important namely:²³

²² <http://tirtanizertrs.blogspot.com/2012/11/konsep-dasar-kurikulum.html>(accessed on September 27th, 2013).

²³ Ibid.

a. Conservative Role

The culture had existed earlier than the birth of a certain generation and the generation of concerned will not die and endless

b. Evaluative or critical Role

Cultures are always changing and growing as the times continue to spin. School did not only bequeath the existing cultures but also assessing, selecting elements of cultural elements that will be passed on.

c. Creative Role

The curriculum does creative and constructive activities in the sense of creating and arranging something new in accordance with the needs of the present and the future in society to help each individual to develop her potential. Curriculum creates lessons, experiences, ways of thinking, new skills and capability, in the sense of providing benefit to the community.²⁴

D. Curriculum Theory

Curriculum theory is a set of statements that give meaning to the school curriculum, the meaning occurs due to an affirmation of the relationships between the elements of the curriculum, because of a proliferation of instructions/use and evaluation of curriculum. The most important concept that needs to be briefed in curriculum theory is the concept of curriculum, curriculum theory functions.²⁵

²⁴ <http://tirtanizertrs.blogspot.com/2012/11/konsep-dasar-kurikulum.html>(accessed on September 27th, 2013)

²⁵ Ibid.

1. Curriculum concept

The most important concept that needs to get an explanation in theory curriculum is the concept of the curriculum. There are three concepts about curriculum, curriculum as a substance, as a system, and as a field of study.²⁶

a. The first concept, curriculum as a substance

A curriculum, viewed as a plan for students learning activities in school, or as a device objectives to be achieved. A curriculum can also pointed to a document containing the formulation of purpose, teaching materials, learning activity, the schedule and evaluation. A curriculum also can be described as a written document as a result of mutual agreement between the authors of curriculum and education stakeholders and the community. A curriculum can also include the scope of a particular, a school, a district, province, or the whole country.

b. The second concept, is the curriculum as a system:

The curriculum system. The system is part of the curriculum of schooling system, education system, even a system of society. A system of curriculum includes personnel, structure and work procedures how to arrange a curriculum, implement, evaluate, and refine it. The result of a system of curriculum is the arranged curriculum, and function of curriculum system is how to keep the curriculum in order to remain dynamic.

²⁶ <http://tirtanizertrs.blogspot.com/2012/11/konsep-dasar-kurikulum.html>(accessed on September 27th, 2013)

c. The third Concept, curriculum as a field of study:

It is curriculum study. This is a field of study of curriculum experts and experts on education and teaching. The goal of the curriculum as a field of study is to develop knowledge about curriculum and curriculum system. Those who studied the field of curriculum study the basic concepts about the curriculum.²⁷

2. Theory function

Of course, being a departure from the above definitions most there are at least three functions of a theory: a theory capable of describing, explaining the theory should be able to make an explanation of the observed objects.²⁸

E. The Curriculum Position in Education

Curriculum is a really an important part in education beside teachers and facilities. Curriculum will describe the purpose process to be reached, subject matter learning that will be conveyed, learning program that will be applied, and learning activities must be done to achieving an objective in education. Curriculum gives guidelines to the teacher to draw up and execute learning program. Curriculum also is an absolute requirement for education in school, it means that the curriculum is unseparated part of education or learning. Every

²⁷ <http://tirtanizertrs.blogspot.com/2012/11/konsep-dasar-kurikulum.html>(accessed on September 27th, 2013).

²⁸ Ibid.

education practices is directed to achieve certain goals, usually related to mastery knowledge, personality development, social ability, or work ability.²⁹

In order to convey material that lesson or to develop those abilities we need delivery methods and certain supporting tools. To appraise the educational outcome and the process, it is necessary also to have certain ways and evaluation tools. Those four, namely purpose, teaching materials, method, means, and evaluation is the main curriculum components. According to curriculum, education interaction between teachers and students will endure. Education also has interaction between teacher with students to help students master education goals. Education interaction can also be under the family environment, school, or society. For example, in family, parents want a faithful, healthy, intelligent, and so on, but partly parents often don't have the clear plan.³⁰

Here an education in school environment plays a role better than education in families or in the community. The advantages are:³¹

1. Formal education in school has a wider scope educational contents, not only related to the construction of a moral but also in terms of knowledge and skills.
2. School education provides the knowledge that is higher, more extensive and profound.
3. School has the draft or formal and written curriculum, education in schools was carried out in a planned and systematic way.

²⁹ <http://tirtanizertrs.blogspot.com/2012/11/konsep-dasar-kurikulum.html>(accessed on September 27th, 2013).

³⁰ Ibid.

³¹ Ibid.

Here the curriculum is an absolute requirement for education in school, it means that the curriculum is an unseparated part of education or teaching. And if it can be seen in terms of the subject of users, the curriculum has functions for students, the teacher, parents the principal and the society.³²

1. The function of the curriculum for students is as an instrument to obtain new experiences, and to attain the ultimate goal of education.

2. The function of curriculum for teachers is as a work guideline for students, organized the learning experience as well as to hold evaluation of the development of the students.

3. The function of the curriculum of old persons is as a reference to see the development of children learning capability also to improve the quality of the results of study.

4. Curriculum function for society is as a reference to the development program of education at the school, guidelines for the provision of constructive suggestions for improvement program for future. Subject matter participates to facilitate the implementation of a program in school.

Regarding the large number of functions contained for students, teachers, parents, principals of the community, the curriculum also has a central position in the entire process of education and has several functions, namely:³³

1. Directing all forms of educational activities.
2. Providing guidelines and a handbook about the type, scope and sequence of contents, also the process of education.

³² <http://tirtanizertrs.blogspot.com/2012/11/konsep-dasar-kurikulum.html>(accessed on September 27th, 2013).

³³ Ibid.

3. Becoming the source of the concept or giving theoretical foundation for curriculum development of various educational institutions.

From those explanations we can see the position of curriculum in education is as an education plan that provides guidelines and a handbook about the kind, scope, and sequence of contents, also the process of education in driving all forms of educational activities that favor the achievement of educational goals.³⁴

1. Curriculum relations with learning

If it is observed carefully between the curriculum with learning by observing the definitions above, both these problems can be considered, the curriculum with learning are very closely related, mutually interact with each other. This was reaffirmed with the opinion of Mac Donald, according to him, the system of schooling formed in four subsystems, namely.³⁵

- a. Teaching is activity or professional treatment given by a teacher to a student.
- b. Learning an event or the efforts made students as a response to the activities of teaching given by a teacher.
- c. Learning is the whole bond activity that is possible and related to the occurrence of learning interaction
- d. The curriculum is a plan which gives guidelines or a handle on learning process of activities.

³⁴ <http://tirtanizertrs.blogspot.com/2012/11/konsep-dasar-kurikulum.html>(accessed on September 27th, 2013).

³⁵ Ibid.

A similar opinion of Zais, he explained that, a good curriculum cannot be judged from his documents only, but must be assessed in the process of the implementation of its functions in the classroom. The curriculum plan is not only written for teaching, but rather something functional that operate in class, which provides environmental guidelines and regulating activities that take place in the classroom. A written plan documents curriculum is curriculum document or inert curriculum while the curriculum in operations in the classroom is a functional curriculum.³⁶

Both of these figures opinions are in line with the Kurikulum Unit Satuan Pendidikan (KTSP) or Curriculum 2006 set in law No. 20 of 2003 on the National Education System. KTSP that is currently used by all institutions in Indonesia in which the curriculum not only contain subject matter, the structure of the curriculum, number of hours of face-to-face perweek but includes about instructional design or plan of department that will be used in the teaching-learning process of teachers, as set forth by the National Educational Standards Institution (BNSP).³⁷

While according to Taba, the boundary between the curriculum and learning is very relative, depends on the interpretation of the teacher. For example in the curriculum (written), the content should be described as elaborate as possible in order to be easily understood, but the teacher is quite extensive and includes all of the public so as to allow the material to be chosen by the teacher

³⁶ <http://tirtanizertrs.blogspot.com/2012/11/konsep-dasar-kurikulum.html>(accessed on September 27th, 2013).

³⁷ Ibid.

according to the needs and interests of students and the ability of teachers. The curriculum provides a handle for the implementation of teaching in the classroom, but it is the duty and responsibility of the teacher to teach.³⁸

2. Curriculum Management

Curriculum Management is the primary management substances at school. Basic principles of curriculum management is trying to make the learning process can run well, with benchmark goal achievement by students and encourage teachers to develop and continuously refine strategies the lesson. In the context of the curriculum unit level education (KTSP), according to the authors of the curriculum management cycle consists of four stages.³⁹

- a). Planning stages; include the following stages: a. needs analysis; b. formulate and answer the philosophical question; c. determine the design of the curriculum; and d. make a master plan (master plan): development, implementation, and assessment
- b). Developmental stages; include: i. formularization rational or the premise; ii. formularization vision, mission, and purposes; iii. determination structure and content programs; iv. selecting and organizing subject matter; v. organizing learning activities; vi. selecting source, tool, and means learning; and vii. determination way measuring the results of study

³⁸ <http://tirtanizertrs.blogspot.com/2012/11/konsep-dasar-kurikulum.html>(accessed on September 27th, 2013).

³⁹ Ibid.

- c). Implementation stage; including: i. the preparation of plans and learning program (Syllabus, RPP: implementation plan of study); ii. expository material; iii. determination of strategies and methods of learning; iv. providing the resources, tools, and the means of learning; v. determination of the manner and process of assessment tools and learning outcomes; and vi. the learning environment settings.
- d). Evaluation stage; especially carried to measure strength and weakness of the developed curriculum, either of formative and summative evaluations forms. Curriculum evaluation can include input; process, products context.⁴⁰

F. Curriculum Characteristics

William Schubert (1986), relating with curriculum characteristic, is more interested in using various form of characteristics. The forms of the characteristics shows wider concept of some labels. But, character or image can also be meant as a way to feel or give opinion about concept that need to be known. Most of characteristic is considered as the way to describe the rich and the wide of concept also as a tool to know the passing and the wide of the concept also as the tool to know the passing and the depth of the definition.

⁴⁰ <http://tirtanizertrs.blogspot.com/2012/11/konsep-dasar-kurikulum.html>(accessed on September 27th, 2013).

These curriculum characteristic also need knowledge on definition differences.

The choices of these curriculum characteristics include some things.⁴¹

1. Curriculum as Subject Matter
2. Curriculum as Experience
3. Curriculum as Intention
4. Curriculum as Cultural Reproduction
5. Curriculum as Currere
6. Curriculum and Syllabus
7. The Hidden Curriculum
8. Curriculum Components

Refer to curriculum function in education process that becomes equipment to reach education purpose, as education equipment, curriculum has supporting components that support each other.

The education thinker has variety in deciding the number of those components, even though basically the comprehension and understanding are almost the same. Subandijah (1993:4) divides curriculum components into (1) purpose, (2) contents or material, (3) organization or strategy, (4) media, and (5) learning process components. Whereas the one that is categorized as curriculum supporting components including (1) system/administration and supervision, (2) guidance and information service, and (3) evaluation system.

Then, Soetopo and Soemanto (1993: 26-28) divide curriculum components into five components, (1) purpose, (2) program content and structure, (3)

⁴¹ Abdullah Idi, *Pengembangan Kurikulum-Teori dan Praktik*. (Yogyakarta: Ar-Ruzz Media, 2011), 47.

organization and strategy, (4) facility, and (5) evaluation. Nasution (1993: 4-7), divides curriculum components into four, (1) purpose, (2) lesson matter, (3) learning process, and (4) valuation. Here the curriculum components will be explained briefly.⁴²

1. Purpose component

Purpose is the most important thing in education process including cognitive, affective, and psychomotor domains purpose. Education purposes relating with the realization of students domains are carried on through an education process. If the purposes are made in sequel, they will be:

- a. National education purpose
- b. Institutional purpose
- c. Curricular purpose
- d. Instructional purpose

2. Material/ program structure's and content's components

Material/ program structure's and content's component are the programmed material for reaching the set education purpose.

3. Accommodation / media component

Accommodation / media component is supporting tool to abridge in applying curriculum content so that it is easier to understand by students in learning process.

⁴² Abdullah Idi, *Pengembangan Kurikulum-Teori dan Praktik*. (Yogyakarta: Ar-Ruzz Media, 2011), 54.

4. Learning strategy component

Strategy refers to some approach, method and learning equipment used in learning. Learning strategy then can be understood as a way that a teacher have in learning process.

5. Learning process component

The final purpose of learning process is the change of student's behaviors.

6. Evaluation/valuation component

Evaluation is needed to observe how effective the applied curriculum runs. Seeing that this component will decide curriculum purpose, material or substance, and learning process.⁴³

G. Curriculum Design

Curriculum design is about elements organizing pattern or curriculum component. The arrangement of curriculum design can be seen by two dimensions, horizontal and vertical dimensions. Horizontal dimension is regarding to the arrangement of curriculum content aspect. Vertical dimension is regarding substances sequence arrangement based difficulty level sequel.⁴⁴

Based on learning focus, at least known three curriculum design patterns, they are:

1. Subject centered design, it is a curriculum design that focuses on subject matter.

⁴³ Abdullah Idi, *Pengembangan Kurikulum-Teori dan Praktik*. (Yogyakarta: Ar-Ruzz Media, 2011), 54-60.

⁴⁴ Nana Syaodih Sukmadinata, *Pengembangan Kurikulum-Teori dan Praktek*. (Bandung: PT Remaja Rosdakarya, 1997), 113.

Subject centered design curriculum is the most popular, oldest and commonly use design form. The curriculum consists of some subject matters that are taught in separated ways. Therefore, it is called as separated subject curriculum also.⁴⁵

Subject centered design develops from classical education concept that emphasize on knowledge, values and the past culture heritage, and makes serious efforts to bequeath to the next generation. Because the priority of the design is the substance or material, the design is also named as *subject academic curriculum*⁴⁶.

The curriculum design model has some strengths and weaknesses. Some of them are: (1) easy to plan, organize, evaluate, and idealize. (2) no need to specially prepare the teacher, as long as the teacher master the study or material to teach, it will be fine. Some critics that are also the weaknesses of this design model are: (1) yet the knowledge is given separately, it is in contradiction to the reality, because in reality knowledge is a unity, (2) due to focusing on the subject matter, the student's role is very passsive, (3) learning emphasizes on the past knowledge and life, therefore the learning is more verbalistic and impractically. Based on the statements, the criticsists suggest improvement to the more integrated, practical, and meaningful purpose also give more active role for the students.⁴⁷

⁴⁵ Nana Syaodih Sukmadinata, *Pengembangan Kurikulum-Teori dan Praktek*. (Bandung: PT Remaja Rosdakarya, 1997), 114.

⁴⁶ Ibid.

⁴⁷ Ibid.

a. The Subject Design

The Subject Design Curriculum is the most original design form of *Subject Centered Design*. The materials are taught separately into the form of subject matters. It has been existing since a long time ago. The Greeks and Romans developed *Trivium* and *Quadrivium*. *Trivium* consists of Grammar, Logic, and Rhetoric, whereas *Quadrivium* consists of Mathematic, Geometry, Astronomy, and Music. At the era, education was not directed to work for earning life, but to develop behavior and social status (Liberal Art). The education was only for noblesse children who do not have to work for earning the life.⁴⁸

The weaknesses of this form of curriculum are:

- i. Curriculum gives knowledge separately, unconnected from each others.
- ii. The curriculum contents are taken from the foreknowledge, apart from the news happening.
- iii. The curriculum does not focus on the interest, need and experience of the students.
- iv. The curriculum content that is arranged based on knowledge system often raises difficulties in learning and using it.
- v. The curriculum more emphasizes on the content than the way of delivery. The main delivery way is expository that causes the passive student's role.

⁴⁸ Nana Syaodih Sukmadinata, *Pengembangan Kurikulum-Teori dan Praktek*. (Bandung: PT Remaja Rosdakarya, 1997), 114.

Even there are many weaknesses of the curriculum, the design has also some strengths. Therefore those strengths are mostly used.

- i. Because the material is taken from the arranged studies systematically logic, then the arrangement is easy.
- ii. This form has been known well by the teacher and parents, so that it is easy to apply.
- iii. This form makes easier the students to follow university education, because university is common with this form.
- iv. This form can be applied efficiently, because the main method is expository method that is known by the high efficiency level.
- v. This form is potential as a tool for conserve and bequeath the past culture inheritance.

Those weaknesses above will not make the developers of *subject design* curriculum give up, they will try to repair it. In *subject centered* group, the *broad field design* is a part of the development. So are the other kind of development out of *subject centered*, just like *activity or experience design*, *areas of living design* and *core design*.⁴⁹

b. The Disciplines Design

The design is the development of *subject design*, both are still emphasize on the content or material of curriculum. Even they have the same basic, but they have differences. In *subject design*, there is

⁴⁹ Nana Syaodih Sukmadinata, *Pengembangan Kurikulum-Teori dan Praktek*. (Bandung: PT Remaja Rosdakarya, 1997), 115.

still no clear criterion about the *subject* (study). There is no difference between mathematic, psychology with technic or way of driving, all of them are called as *subject*. On disciplines design, the criterion is clear, which distinguish whether a knowlvedge is subject, and not the torso of the subject. The torso of subject decides whether a material is knowledge or not. To make clear that thing, they use *discipline* terminology. The content of curriculum that is given in school is studies disciplines. In mastery level, disciplines design is not like subject design which emphasizes on facts and information mastery, but understanding. This form has some more strengths than subject design:

- i. The curriculum does not only have effective and systematic organization, but also can keep human knowledge intellectual integrity.
- ii. The students do not only mater some facts, recitation result principle but master concept, relation and intellectual process that is developed on the students.

Some weaknesses of disciplines design are:

- i. Disciplines design does not give integrated knowledge yet.
- ii. Disciplines design cannot integrate school with society or life.
- iii. It has not worked from the students interest and need or experience.
- iv. The arrangement of the curriculum has not been efficient for both of learning activity or using.

- v. Even it is wider than than subject design, but it is enough narrow academically and intellectually.⁵⁰

c. The Broad Fields Design

Both of subject design and disciplines design do still show interdisciplinary separation. One of effort to eliminate the separation is by developing the broad field design. In this model, they unite some relating studies become one study just like History, Geography, and Economy are united to be Social Science, then Algebra, geometry and arithmetic are united to be Mathematic, and etcetera.

Some strengths of the model are:

- i. Because the bases are separated material, even there are some uniting of courses, it still enables culture inheritance arrangements systematically and organizingly.
- ii. Because of integrated courses, it enables students to see the relationship of everything.

Some weaknesses of the model are:

- i. It is easy for teacher's competence for elementary school to master wide studies, but it is hard for university lecturer competence.
- ii. Because the courses are so wide, they cannot be given in details but only on surface.

⁵⁰ Nana Syaodih Sukmadinata, *Pengembangan Kurikulum-Teori dan Praktek*. (Bandung: PT Remaja Rosdakarya, 1997), 116.

- iii. The material integration is very limited, does not describe the reality, does not give the real experience for the students, so it cannot raise the student's interest to study.
- iv. Even the degree is less than subject design, this model still emphasizes on information and material mastery.⁵¹

2. Learner centered design, it is a curriculum design that focuses on student's participation.

Learner centered design is based on Rousseau's concept about nature education, emphasizes on learner's development. The organizing of the curriculum is based on the student's interest, need and purpose.

There are some variants of this model, they are the activity or experience design, humanistic design, the open, free design, etcetera.

a. The activity or experience design

This design model began in eighteenth century, on the masterwork of Rousseau and Pestalozzi, that rapidly developed in 1920/1930-an at the glory era of Progressive Education.⁵²

These are the characteristics of the activity or experience design:

- i. The curriculum structure is determined by the student's need and interest.
- ii. Because the curriculum structure is based on the need and interest of the student, so it cannot be arranged before, but can be arranged together by the teacher and students.

⁵¹ Nana Syaodih Sukmadinata, *Pengembangan Kurikulum-Teori dan Praktek*. (Bandung: PT Remaja Rosdakarya, 1997), 117.

⁵² Ibid., 118.

iii. The curriculum design emphasizes on problem solving solution.⁵³

Some strengths of the curriculum design are:

- i. Because the education activity is based on the need and interest of the student, so the study motivation is intrinsic and need no extrinsic motivation.
- ii. The lesson set a high value on the individual dissimilarity.
- iii. Problem solving activities gives skill and knowledge provision to face the outside school life.⁵⁴

Some weaknesses of the curriculum design are:

- i. The emphasis of the need and interest of the student does not guarantee and suit for the student to face the world reality.
 - ii. The curriculum has not the pattern and structure because the focus is on the student need and interest.
 - iii. Activity design curriculum is very weak in continuity and material sequence.
 - iv. The criticism on the curriculum design model is determined impracticable by ordinary teacher.⁵⁵
3. Problems centered design, it is a curriculum design that focuses on social problems.

Problem Centered Design is based on the philosophy that gives priority to human's role (*man centered*). The curriculum content is human social problem

⁵³ Nana Syaodih Sukmadinata, *Pengembangan Kurikulum-Teori dan Praktek*. (Bandung: PT Remaja Rosdakarya, 1997),118-119.

⁵⁴ Ibid., 119.

⁵⁵ Ibid., 119-120.

in the present and in the future. Material sequence is arranged based on the need, interest and competence of the student. *Problem Centered Design* emphasizes both on the content and the development of the student. At least, there are two variants of the curriculum design model, namely *The Areas of Living Design* and *The Core Design*.⁵⁶

a. The Areas of Living Design

Attention on living area as the base of curriculum arrangement has been started by Herbert Spencer in nineteenth century, in his written text with a title *What knowledge is of Most Worth?* Areas of living design just like learner centered design, emphasizes on study procedure through problem solving. The other characteristic of the design model is using the real experience and situation of student as the open gate in studying living areas. So, the design can attract student's interest and get the student closer on the self living fulfillment need in society.

The design has more beneficences than other designs.

- i. The areas of living design is the subject matter design, but in integrated form.
- ii. Because the curriculum is organized around student's problems in social living, the design motivates the usage of problem solving studying procedure. Active learning principles can be used in this design.
- iii. Serving material in relevant form, to solve the problems of life.

⁵⁶ Nana Syaodih Sukmadinata, *Pengembangan Kurikulum-Teori dan Praktek*. (Bandung: PT Remaja Rosdakarya, 1997), 120.

- iv. The design serves material in functional form, because it is directed to student's problem solving, directly practiced in life.⁵⁷

Some criticisms are stated and show the weaknesses of the design model.

- i. Scope determination and sequence of living areas are very essential, difficult, appear the different curriculum content organization.
- ii. As the consequence of the first difficulty, so the integrity and continuity of curriculum content organization is weak.
- iii. The design step out of line of culture inheritance, whereas what has happened in the past is important to understand and solve the present problems.
- iv. Because the curriculum only focuses on the present problem solving, there is any tendency to indoctrinate the student with the available condition, no need to see other alternatives, both of the past and the future, the design will remain keep status quo.
- v. As like as the criticism to learner centered design, the teacher and other media are not well prepared for the model so that the application becomes difficult.⁵⁸

b. The Core Design

The core design appears as the main reaction to separated subject design. There are paradigm varians about *the core design*. At some curriculum that is valid in Indonesia, core curriculum is also named as courses group or general basic lesson, and directed to the development of

⁵⁷ Nana Syaodih Sukmadinata, *Pengembangan Kurikulum-Teori dan Praktek*. (Bandung: PT Remaja Rosdakarya, 1997), 120-121.

⁵⁸ *Ibid.*, 121.

social and individual competences. If the courses or lesson specialization group is directed to master some specific skill or vocational, but the core curriculum is directed to form the healthy, kind, mature individual and people who is able to build good cooperation.⁵⁹

The core curriculum is given by teachers who have wide mastery and wide concept, not specialist. Besides giving knowledge, values and social skill, those teachers also give guidance on the social and individual development of the student.

There are some variants of core curriculum design, they are: (1) the separate subject core, (2) the correlated core, (3) the fused core, (4) the activity/experience core, (5) the areas of living core, and (6) the social problems core.

The separate subjects core. One effort to solve the separation of intersubject, some subjects are viewed as the base or become the core of the subjects.

The correlated core. This design model is also developed from the separate subjects design, by the way integrating some subjects that relates to each others.

The fused core. This curriculum is also based on separate subjects, the integration is not only between two or three subjects but more. History, Geography, Anthropology, Sociology, Economy are integrated to be

⁵⁹ Nana Syaodih Sukmadinata, *Pengembangan Kurikulum-Teori dan Praktek*. (Bandung: PT Remaja Rosdakarya, 1997), 122.

Social Study. In this study, the general issues are developed and can be observed from many points of view.

The activity/experience core. This design model is developed from progressive education with the learner centered design. As like as the learner centered, the activity/experience core is focused on the need and interest of the student.⁶⁰

The areas of living core. This design model is based on the progressive education also, but the organization is structured and arranged before. In the form of general education which the content is taken from society problem. This design form is considered as the most original core design and the most suitable for general education.⁶¹

The social problems core. This design model also is the product of progressive education. For some reasons, this model is the same with the areas of living core. The difference lies on the base of the areas of living core that is based on universal human activities but uncontroversial, whereas the social problems core is based on basic and controversial problems. The areas of living core tends to take care and keep the existing condition, whereas the social problems core tries to give critical evaluation from the different individual and social system point of view.⁶²

⁶⁰ Nana Syaodih Sukmadinata, *Pengembangan Kurikulum-Teori dan Praktek*. (Bandung: PT Remaja Rosdakarya, 1997), 122.

⁶¹ Ibid., 122-123.

⁶² Ibid., 123.

H. The History of Liberal Arts

“It is not very important for a person to learn facts. For that he does not really need a college. He can learn them from books. The value of an education is a liberal arts college is not learning of many facts but the training of the mind to think something that cannot be learned from textbooks” (Albert Einstein)

Firstly, it was dialectic which was developed. Dialectic is recorded at the first time popularized by Zeno from Elea (5th century BC) by showing paradoxes to the speaking rival. Socrates and Plato then made it steady in their dialogues. Conclusion is made from systematic and logic way of thinking from premises. The rules of making conclusion were arranged. Developing rhetoric was brought of Sophis, provoked by Gorgias of Cycilia. Rhetoric itself is ability of speak, considered more as art than a discipline. Socrates did not like this, then he directed rhetoric for maintaining good purposes. Aristoteles then made it steady in a book under the title “Rhetoric”. The last subject developed was grammar, because the great Greek philosopher just like Plato and Aristotels did not give enough attention for grammar. They gave more attention to something bigger, that was “does word has natural and regular relationship?”. The relationship can be described as analogy and anomaly. Stoics expanded Plato’s and Aristoteles’s thought in this field. Those written was compiled by Dionisius Trax of Alexandria in a treaty titled *Grammatikē Tekhnē*. Alexandria school itself was more interested in literature than philosophy, that understands grammar as an honor science to understand the beauty of literatures. So be Alexandria the first grammar school.

All of the Greek era heritages were developed in Roma through the cold hands of Cicero and Quintilian. Then in 6th century Cassiodorus with Boethius arranged *Institutiones divinarum et humanarum litterarum*, which consists of The Seven Liberal Arts Branches, which would be used as the basic education for the monk in the middle age. Education was under the cathedral dominance, as can be seen on the government of Carolingian Kings who have commanded every cathedral and monastery to build school, the origin of Europe Universities for centuries later. The disrepair of Carolingian dynasty in 10th century made church monopolized the education system. Although knowledge has not developed much in this era, they copied all the classic texts diligently which would be very useful for centuries later in the era of Renaissance. Church were not good science developer, but they were good guardians.⁶³

In classical antiquity, the "liberal arts" denoted those subjects of study that were considered essential for a free person (Latin: *liber*, "free") to master in order to acquire those qualities that distinguished a free person from slaves the latter of whom formed the greater number of the population in the classical world. Contrary to popular belief, freeborn girls were as likely to receive formal education as boys, especially during the Roman Empire—unlike the lack of education, or purely manual/technical skills, proper to a slave—The "liberal arts" or "liberal pursuits" (Latin *liberalia studia*) were already so called in formal education during the Roman Empire; for example, Seneca the Younger discusses liberal arts in education from a critical Stoic point of view in Moral Epistle 88:

⁶³ <http://pendidikanklasik.wordpress.com/esai/sejarah-liberal-arts/> (accessed on September 10th, 2013)

The subjects that would become the standard "Liberal Arts" in Roman and Medieval times already comprised the basic curriculum in the *enkuklios paideia* or "education in a circle" of late Classical and Hellenistic Greece.

In the 5th century AD, Martianus Capella defined the seven Liberal Arts as: grammar, dialectic, rhetoric, arithmetic, geometry, music, and astronomy. In the medieval Western university, the seven liberal arts were divided in two parts:

1. the *Trivium*
 - a. grammar
 - b. logic
 - c. rhetoric
2. the *Quadrivium*
 - a. arithmetic
 - b. geometry
 - c. music
 - d. astronomy, often called astrology; both modern senses were covered⁶⁴

Science's branches those are studied in Liberal Arts consist of seven branches and classified into separated two groups. The Seven Liberal Arts are the part of learning system started from language branch as the first stage, mathematic as the second stage, and science as the last stage. The first group learns about grammar, rhetoric, and logic or dialectic. The first group is often deemed to be the basic group, or called *trivium* because consists of 3 basic branches, known as language study or *artes sermocinales*. The second group consists of arithmetic,

⁶⁴ Liberal_arts_education.htm (accessed on September 10th, 2013)

geometry, astronomy, and music and more be known as mathematic-physic discipline or *artes reales/physicae*. The other term of this group is *quadrivium* because it studies 4 branches.⁶⁵

I. Liberal Arts Education

Encyclopedia Britannica defines liberal arts as “college or university curriculum aimed at imparting general knowledge and developing general intellectual capacities, in contrast to a professional, vocational, or technical curriculum.”⁶⁶

Liberal Arts based on The Free Dictionary Android App is defined as:

1. Academic disciplines, such as languages, literature, history, philosophy, mathematics, and science, that provide information of general cultural concern: “The term ‘liberal arts’ connotes a certain elevation above utilitarian concerns. Yet liberal education is intensely useful” (George F. Will).

2. The disciplines comprising the *trivium* and *quadrivium*.⁶⁷

Then liberal arts based on Collins English Dictionary is defined as (Social Science/Education) the fine arts, humanities, sociology, languages, and literature often shortened to **arts**.⁶⁸

⁶⁵ <http://ferryismawan.wordpress.com/2012/01/22/liberal-art-sejarah-dan-aplikasinya-2/> (accessed on September 10th, 2013).

⁶⁶ Daniel Mohammad Rosyid. Orasi Dies Natalis ITS-47 Surabaya 10 Nopember 2007 Transformasi Indonesia 2050 – Time-discipline dan Pendidikan Liberal Arts.

⁶⁷ The American Heritage ® Dictionary of the English Language, Fourth Edition copyright ©2000 by Houghton Mifflin Company. Updated in 2009. Published by Houghton Mifflin Company. All rights reserved. (accessed on September 10th, 2013)

⁶⁸ Collins English Dictionary – Complete and Unabridged ©HarperCollins Publishers 1991,1994, 1998, 2000, 2003. (accessed on September 10th, 2013)

Liberal arts' is also defined as:

1. Academic college courses providing general knowledge and comprising the arts, humanities, natural science, and social sciences.

2. (during the Middle Ages) Studies comprising the *quadrivium* and *trivium*. (1745-55; translation of Latin *artes liberales* works befitting a free man)⁶⁹

Liberal arts is also defined as studies intended to provide general knowledge and intellectual skills (rather than occupational or professional skills); "the college of arts and sciences"⁷⁰

Trivium is an introductory curriculum at a medieval university involving grammar, logic and rhetoric; considered to be triple way to eloquence.

Quadrivium is a higher division of the curriculum in a medieval university involving arithmetic, music, geometry and astronomy.⁷¹

Arts does not mean art, but science. Science as the basic knowledge of natural, social and humaniora which include history, religion, philosophy, and art. Liberal Arts is defined by Association of American Colleges and Universities as the learning method that develops students as individual person, are supplied with wide knowledges (multidisciplinary and interdisciplinary) and deep knowledge, also competence to apply the knowledges in the real world that is complex, various, and dynamic.

⁶⁹ Random House Kernerman Webster's College Dictionary, © 2010 K Dictionaries, Ltd. Copyright 2005, 1997, 1991 by Random House, Inc. All Rights reserved. (accessed on September 10th, 2013)

⁷⁰ Wordnet 3.0, Farlex clipart collection. © 2003-2012 Princeton University, Farlex Inc. (accessed on September 10th, 2013)

⁷¹ Ibid.

Simply, liberal arts is learning method to develop individual person, through basic knowledge but comprehensive (multidisciplinary and interdisciplinary) and deep knowledge in one sector, so that the graduates can adaptively face global changes which tends to be faster (technology and market).⁷²

The curriculum of Liberal Arts method is very different from applied university curriculum: professional, vocational, and technical. Liberal Arts compels the students to take more studies out of the main studies. So, the students has not only one knowledge focus sector, but also other knowledges sector, even multi-degree. The students will be ready for global market that always changes, cause the employment market open with the same new work opportunity that is more much and variative. But on one side, because of the changes of market, some job chances becomes reduced, even lost. So, the graduation of liberal arts can still adapt with the situation by taking another job which he master that he has got from liberal arts education.⁷³

Basically, Liberal Arts foundation and pillar offers us to have such abilities: (1) To analyze and interpret information (2) to form and express informed opinions (3) to communicate effectively (4) to appreciate the richness of a diverse human culture (5) to have better understanding about human nature and society.⁷⁴ Even Daniel Pink, business writer and the speech writer of former Vice-President Al Gore, mentioned 6 critical ability that must be gotten by the

⁷² <http://liberalarts.upj.ac.id/tentang-liberal-arts/apakah-liberal-arts/definisi-la/>(accessed on September 10th, 2013)

⁷³ Ibid.

⁷⁴ While these skills are valuable by themselves, they form the backbone of what's been called the "conceptual economy". points out that today's college graduates need to master six critical skills to succeed in the conceptual economy of the 21st century.

graduates of this 21 centuries, they are: (1) **Design**, the ability to conceptualize and think creatively (2) **Story**, the ability to tell a story, to use metaphor and to write and speak clearly (3) **Symphony**, the ability to summarize and synthesize information, to bring various ideas and people together to work as a team (4) **Empathy** (The ability to immerse yourself in someone else culture, and to be tolerant of ideas contrary to one's own cultural tradition (5) **Play**, the ability to imagine, to be humorous, and to utilize game strategies in everyday problem solving (6) **Meaning**, the ability to seek out meaningful, non-material activities, to appreciate symbolic culture, and to develop lasting meaningful career skills.⁷⁵

Therefore, the researcher can conclude that Liberal Arts is Academic disciplines and learning method to develop individual person, through basic knowledge but comprehensive (multidisciplinary and interdisciplinary) and deep knowledge in one sector, so that the graduates can adaptively face global changes which tends to be faster rather than occupational or professional skills.

⁷⁵ <http://ferryismawan.wordpress.com/2012/01/22/liberal-art-sejarah-dan-aplikasinya-2/> (accessed on September 10th, 2013)